

# **RELATIONSHIP BETWEEN THE ADHERENCE TO NATIONAL COMPETENCY-BASED STANDARDS AND THE PROFESSIONAL PROFILE OF SCHOOL HEADS IN NORTHERN SAMAR, PHILIPPINES**

A descriptive study sought to determine the school heads' adherence to the national competency-based standards and its relationship to the professional profile of the school heads in the Division of Northern Samar was done. This study used the descriptive-correlational research design which the questionnaire was patterned from studies on leadership and National Competency-Based Standards for School Heads (NCBS-SH) TDNA tool. Elementary schools were proportionally sampled by district/municipality while secondary schools were proportionally sampled by legislative districts of the province of Northern Samar. This study found out that most of the school heads have earned master's degree, are principal's test passers, had more than 10 years of administrative and supervisory experience and had limited number of exposures to trainings. All the indicators of leadership skills were very highly observed. On the test of relationship between the professional profile of the school heads and their adherence to National Competency-Based Standards, administrative and supervisory experience and NCBS-SH domains on school leadership, instructional leadership, HR management and professional development were found to be significantly correlated. Also, administrative, and supervisory trainings attended and NCBS-SH domains on school leadership, instructional leadership, HR management and professional development were found to be significantly correlated. Respondents' leadership skills and NCBS-SH domains, leadership skills have significant correlation to all the NCBS-SH domains. From the test of relationship between the professional profile of the school heads and the school performance, only eligibility and administrative and supervisory experience are significantly correlated to SBM level of practice. The test of relationships between school heads' adherence to national competency-based standards and school performance, the school leadership is significantly correlated to SBM level of practice.

**Keywords:** professional profile; national competency-based standards; school heads; relationship; education

## **I. INTRODUCTION**

School heads are perceived to be "the learning captain and the model." He or she is the manager and holds the most crucial position in any educational institution. In the study conducted by Chavez (2018), school heads perceived themselves as highly effective in all managerial functions. Teachers perceived school heads as highly effective only in planning and moderately effective for the rest, and least effective in leading. There was a significant difference in how school heads and teachers perceived managerial effectiveness (leadership skills) in the performance of functions, the administrative and supervisory experiences as school head, and educational attainment.

In the study of Domingo (2013), it was found out that school heads in the Division of Northern Samar were knowledgeable and skillful enough in the performance of their functions because they are graduate of Master of Arts in education.

There is a double challenge of increasing both the number and the quality of teachers. States are creating more rigorous licensure standards, at the same time seek to hire more teachers. Good teachers' retention is especially critical if states and local districts meet strict

education goals to raise student achievement levels. Recent studies in Tennessee, Boston, and Texas confirm that students taught by the most qualified and effective teachers achieve higher grades (Hirsch, 2014). Goe (2017) found out that teacher certification seemed to matter for high school mathematics, but there was little indication of its relationship to student achievement in lower grades. There was no indication of a difference in student outcomes for teachers who gained certification through an alternate route.

Correlation among teachers' qualifications and student achievement varied substantially across subjects. Teachers with master's degrees contributed marginally more to increase mathematics scores than teachers with only bachelor's degrees. Gains in reading correlate with the teachers' doctoral degree in English. Betts et al. (2015) found that students' middle and high school scores were negatively impacted by having a teacher who holds only an emergency credential. A teacher's mathematics authorization (a proxy for subject-area knowledge) was the best teacher level predictor of student achievement in middle and high school classes. In her study, Peralta (2019) showed that educational attainment surfaced as a significant variable that positively affected school administrators' perceptions on the level of their effectiveness. Balawag (2016) claimed that there is a positive correlation between knowledge and educational attainment. Thus, the higher the educational attainment, the higher the experience.

Supervision refers to any administrative tools or means used by individuals and groups of people in administering their daily work or organizations (Nyarko, 2019). The supervisory function, one of a faculty operation's capabilities, has been and continues to be an utterly challenging aspect of management. Supervising education at schools has become crucial in today's educational systems (Segun, 2014). This kind of supervision manifests a tremendous interest in the daily school operational system (Bessong & Ojong, 2019). The underlies the dynamic nature of educational supervision. According to Daresh et al. (2011), the term denotes management as a dynamic process conducive to studying and enhancing education factors. Similarly, Kilminster, Jolly & Van der Vleuten (2017) described educational supervision as the process of developing education by providing guidance and feedback on personal, professional, and academic matters of trainees' experience. Segun (2014) went beyond by claiming that educational supervision is a process of stimulating teachers' professional growth and development, setting up and reviewing educational objectives, teaching, and learning methods, materials of instruction, and assessing such education (Bessong & Ojong, 2019). Alemayehu (2018) also explained the term, indicating that supervision is a means to providing advice or suggestions, guidance, refreshment, simulation, improvement, and over-seeing specific groups who can helpfully co-operate in making supervisors' tasks of supervision successful (Bessong & Ojong, 2019). According to Bailey (2011), educational management today is a technical process that aims to enhance teaching and learning methods by caring about, guiding, and simulating constant professional development for not only teachers. In other words, academic supervision is an essential process that leads to professional development. Since its focus is on teachers' teaching performance, educational management helps teachers enhance their teaching performance, thus serving as better teachers for their learners (Kamel, 2019).

Educational supervision entails a continuous method of helping instructors enhance their educational performance according to the academic code and standards. As a part of educational administration, it is concerned with humans that constitute up the administrative organization or the educational institution. Thus, it aims to establish efficient human

relationships that facilitate those working in the education sector to enhance the educational process.

Academic supervisors are the central administrators at educational institutions. The principal or headteacher is the most common type of educational supervisor. As the administrator of primary schools, the headteacher acts as an internal supervisor as part of his/her administrative functions (Appiah, 2013). Therefore, Wilkinson (2016) stresses other crucial roles or tasks that headteachers should play besides administrative tasks. These are the supervision of students, school activities, and what matters most. They supervise how teachers employ teaching and learning resources, including instruction or teaching, needed to acquire the required skills and knowledge.

Academic supervisors must ensure that their schools follow the educational directives set by local governments, state governments, and the federal government. The academic supervisor's responsibility is to ensure that their school meets testing, budgetary and other standards set by their district or state (Abubakar, 2015). As Kpatakpa (2018) noted, teachers are becoming the target of blame for not effectively teaching their students' academic standards' speedy failure. One must first be kind and gain teaching experience to move into a career in administration as an academic supervisor. It would contribute if one also had a high level of education, excellent administrative skills ability to balance teachers' needs with students and their parents.

If supervision offers to direct and develop teachers instead of criticizing and judging them, it is possible to achieve its essence, which improves teachers' professional performance (Wilkinson, 2016). Enhancement of the teaching-learning process replies to the attitudes of teachers towards supervision. It will not have its desired impact unless teachers see it as a process of developing teaching and learning at the same time. Glickman, Gordon, and Ross-Glickman & Gordon (2015) viewed Developmental supervision as using or employing specific knowledge, interpersonal skills, and technical skills to assist the teachers indirectly. It develops and promotes their teaching, develops the curriculum and profession, and conducts action research using organizational goals and teacher needs making the teachers teach collectively and purposively. Hence, the education process is a paradigm shift from viewing people as subordinates to how collegial interactions are encouraged.

As for Sergiovanni and Starratt (2017), no matter how capable supervisors are (Tesfaw & Hofman, 2012), the realization of professional development's value will not be met as long as teachers see no value in supervision. The culmination of instructional supervision's effectiveness is when supervisors pay attention to building supervisees' capacities by giving them autonomy in changing their learners into efficient learners (Tesfaw & Hofman, 2012).

The principal or the headteacher is the leader in a school, the axis where many aspects of the school revolve, and the person in charge of every detail of the school's running, be it academic or administrative. The principal or school head must and experience in involving him/herself in making most of the decisions of the school. Therefore, the headteacher must be an experienced leader, a thinker, a decision-maker, and a team player to better the organization (Sushila, 2014). The findings of De Alca (2011) stated that school heads with longer years of experiences positively determined the leadership effectiveness. But the findings of Domingo (2013) revealed that school heads were not new in their positions.

Good leadership skills and style are a must for a leader of an institution where many people's future lies, especially the children who are the end receiver of all the Department of Education's developments to the teachers. Medina (2010) enumerates the four leadership styles: autocratic, persuasive, consultative, and democratic. An authoritarian leader takes the decision and relays them to his/her subordinates. A compelling leader also decides for the group but persuades them to believe that these will make them more motivated. A leader with consultative style asks and confers with the group members before making decisions. S/he considers their suggestions and feelings before making decisions. Democratic style lays down the problem and decides based on the discussion's outcome instead of imposing his own decision. Gagua's (2010) findings that the school heads attended a lot of trainings while Conceptions' studies revealed that school heads attended few seminars and trainings.

The National Competency-Based Standards for School Heads (NCBS-SH) is an integrated theoretical framework that defines a practical school heads' different dimension. It covers other domains and distinctive areas which will guide school heads to be effective. The seven domains of competencies: school leadership; instructional leadership; creating a student-centered learning climate; HR management and professional development; parents' involvement and community partnership; school management operations; and personal and professional attributes and interpersonal effectiveness. It is a self-assessment mechanism done by reflecting on past and current practices as school heads to determine the needs, fill in the needs for future improvement and development (NCBSSH-TDNA Guide and Tools, 2012).

In the Philippine Public Education Sector, the selection of competent school heads is made through a qualifying examination known as the "National Qualifying Examination for School Heads" (DepEd Memo PHROD – 2021-0081) or "Principals' Test" (DepEd Memo 158, s. 2018). Further, to pass the said qualifying examination and be consequently promoted to the principal position will not guarantee that you can manage the school properly. In the Division of Northern Samar, some of the principals that the researcher has interviewed had mentioned that they have deficiencies in school leadership and instructional leadership competencies. Capangpangan (2015) pointed out that school heads face a variety of issues and problems in everyday school operations especially in the implementation of programs and execution of policies. Others have complained that they experienced difficulties in school operation and management and community linkages. Other principals were experts in human resource management, but their competency in creating a student-centered learning climate was deficient. Though there is in-service management training that provides capacity building program for the principals, unfortunately, the training themselves do not fit or address the needs to improve the principals' competencies in certain domains.

This study sought to find out the school heads' adherence to national competency-based standards in public schools and its relationship to the school heads' professional profile. This will address the gaps in our education system as we look closely into the grounds and account if there is a relationship between the latter variables.

## **II. METHODOLOGY**

To assess the school heads' adherence to the national competency-based standards and school performance in the Division of Northern Samar, the input-process-output model and descriptive-correlational method of research were utilized in this study. This study was conducted in the Department of Education, Division of Northern Samar. The Division of Northern Samar is divided into three (3) major geographical areas, namely: Balicuatro area, Central area, and Pacific area to include Catubig Valley. It has two legislative districts, the first district covering the Balicuatro area and most part of the Central area while the second district covering some part of the Central Area, the Pacific area to include Catubig Valley.

This study engaged with 86 elementary and secondary school heads, district supervisors, and the teachers of public elementary and secondary schools in the Division of Northern Samar. The school heads were the principals, master teachers, headteachers, and teachers designated as school heads for at least three years. They were chosen through proportional random sampling. The district supervisors and teachers were also chosen as respondents of this study to crosscheck the school heads' assessment on their adherence to the National Competency-Based Standards. The district supervisors were the district head with at least three years as immediate supervisor of the school head while the teachers were teachers with at least three years of teaching experience working with the school head.

This study utilized a survey questionnaire as a tool in gathering pertinent data. Two sets of survey questionnaires were used in this study, one for the school heads and the same questionnaire for supervisors and teachers for them to crosscheck the responses of the school head.

The questionnaire for the school heads is composed of three parts. The first part elicits information on the profile of the school head as to their educational qualification (highest educational attainment, eligibility, administrative and supervisory experience, administrative and supervisory seminars/trainings attended, leadership skills) and their leadership styles. The second part focuses on national competency-based standards for school heads in terms of school leadership, instructional leadership, creating a student-centered learning climate, human resource management and professional development, parents' involvement and community partnership, school management and operation, and personal and professional attributes and interpersonal effectiveness. The third part is on school performance in terms of students' academic achievement, teachers' performance and SBM level of practice.

The national competency-based standards questionnaire contains the 118 performance indicators of the 24 strands from the seven domains adopted from the NCBS-SH Tool. For school achievement, these are student academic performance based on three years SMEA results, teachers' performance based on 3 years IPCRF rating, and the SBM level of practice results.

### **III. RESULTS AND DISCUSSION**

Table 1 presents the professional profile of the school heads in terms of educational attainment. The data show that 36 or 42% of the school heads had earned units in master's program, 24 or 28% were master's degree holders, 11 or 13% earned units leading to the doctorate degree, and 15 or 17% earned doctorate degree. This means that a majority of the school heads have earned master's degree included in the frequency count those having units

in doctoral and with doctoral degree as master's degree earners. This further suggests that school heads have acquired knowledge, skills and competencies.

This confirms the findings of Domingo that school heads in the Division of Northern Samar were master's degree in education graduate. This is supported by the findings of Peralta that educational attainment surfaced as a significant variable on school administrators' perceptions on the level of their effectiveness.

**Table 1.** Frequency Table on the Professional Profile of the School Heads in terms of Educational Attainment

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percent</b>
PhD/EdD	15	17
PhD/EdD units	11	13
MA/MS/MAT	24	28
MA/MS/MAT units	36	42
BS	0	0
<b>Total</b>	<b>86</b>	<b>100%</b>

Table 2 reveals the professional profile of the school heads in terms of eligibility. The table further shows that out of 86 school head respondents, 45 or 52% percent of the school heads were Principal's Test passers and 41 or 48% were non-passers. This means that most of the school heads were principal's test passers or NQESH eligible. This further shows that they were selected based on qualification.

**Table 2.** Frequency Table on the Professional Profile of the School Heads in terms of Eligibility

<b>Eligibility</b>	<b>Frequency</b>	<b>Percent</b>
NQESH/Principal's Test Passer	45	52
Non-Passer	41	48
<b>Total</b>	<b>86</b>	<b>100%</b>

Table 3 shows the professional profile of school heads in terms of administrative and supervisory experience. It could be gleaned in the table that 25 or 29% had 13 years and above experience, 23 or 27% had 10-12 years, 14 or 16% had 7-9 years, 6 or 7% had 4-6 years, 18 or 21% had 1-3 years. This means that a majority of the school heads had more than 10 years of experience in school management. This further shows that they had a lot of experiences in school administration and supervision. This finding confirms the findings of De Alca that most of the school heads in the division of Northern Samar had less than 10 years of experience. However, it disconfirms the findings of Domingo that school heads were not new in their positions.

**Table 3.** Frequency Table on the Professional Profile of the School Heads in terms of Administrative and Supervisory Experience

<b>Years of Experience</b>	<b>Frequency</b>	<b>Percent</b>
13 years and above	25	29
10-12 years	23	27
7-9 years	14	16
4-6 years	6	7
1-3 years	18	21
<b>Total</b>	<b>86</b>	<b>100%</b>

Table 4 depicts professional profile of school heads in terms of administrative and supervisory trainings attended. The data reveal that 40 or 47% had attended more than 97 hours of relevant seminars and trainings, 3 or 3% had 73-96 hours, 5 or 6% had 49-72 hours, 6 or 7% had 25-48 hours, 32 or 37% had 1-24 hours of trainings. This means that a majority of the respondents had limited number of exposures to trainings. This further shows that school heads need to understand their responsibilities and the knowledge and skills they need to do their job. This supports the findings of Concepcion that school heads attended few seminars related to supervision. However, this negates the finding of Gagua that school heads attended several in-service trainings.

**Table 4.** Frequency Table on the Professional Profile of the School Heads in terms of Administrative and Supervisory Training Attended

<b>Number of Hours of Trainings</b>	<b>Frequency</b>	<b>Percent</b>
97 hours and above	40	47
73-96 hours	3	3
49-72 hours	5	6
25-48 hours	6	7
1-24 hours	32	37
<b>Total</b>	<b>86</b>	<b>100%</b>

Table 5 conveys the professional profile of school heads in terms of leadership skills. The figures illustrate the respondents' assessment of their leadership capabilities. The computed average weighted mean is 4.55, with an over-all interpretation of Very Skillful. This shows that school heads possess good leadership which led to high level of loyalty, service, satisfaction, innovation and productivity. The school heads are very skillful in relationship building (WM=4.64), which shows building authentic relationships leads to loyalty and trust; demonstrating integrity (WM=4.59), which shows strong personal commitment to moral principles; solving problem (WM=4.57), school heads have patience, communication, team and cognitive skills in solving a problem; decisiveness (WM=4.52), which shows that good decision making has an impact to the success on every school; ability to teach and mentor (WM=4.51), that quality mentoring relationships have positive effects on personal, academic and professional growth and development; and dependability (WM=4.48), school heads possess the quality of being trustworthy and reliable.

This further shows that school heads demonstrate the strengths and abilities in organizing other people towards the achievement of goals. Leadership has a direct cause and effect relationship in school and their success. School leaders determine values, culture, and employee motivation. This supports the findings of Weber (1996) that school leaders should foster effective leadership behavior so teachers will commit themselves more to the school.

**Table 5.** Profile of School Heads according to Leadership Skills

Leadership Skills	Mean	Rank	Interpretation
<b>Relationship Building</b>	<b>4.64</b>	<b>1</b>	
1. I am flexible about making changes in an organization.	4.74		Very Skillful
2. Understanding the social fabric of the organization is important to me.	4.70		Very Skillful
12. I am able to sense the emotional undercurrents in my group.	4.48		Very Skillful
<b>Integrity</b>	<b>4.59</b>	<b>2</b>	
5. I am effective with the detail aspects of my work.	4.64		Very Skillful
6. I work hard to find consensus in conflict situations.	4.64		Very Skillful
13. I use my emotional energy to motivate others.	4.48		Very Skillful
<b>Problem Solving</b>	<b>4.57</b>	<b>3</b>	
3. When problems arise, I immediately address them.	4.70		Very Skillful
7. The key to successful conflict resolution is respecting my opponent.	4.59		Very Skillful
16. I am effective at problem solving.	4.41		Very Skillful
<b>Decisiveness</b>	<b>4.52</b>	<b>4</b>	
8. Obtaining and allocating resources is a challenging aspect of my job.	4.57		Very Skillful
11. Managing people and resources is one of my strengths.	4.54		Very Skillful
15. I am effective at obtaining resources to support our programs.	4.44		Very Skillful
<b>Ability to teach and mentor</b>	<b>4.51</b>	<b>5</b>	
4. In my work, I enjoy responding to people's requests and concerns.	4.70	3	Very Skillful
14. Filling out forms and working with details comes easily for me.	4.45	14	Very Skillful
17. I usually know ahead of time how people will respond to a new idea or proposal.	4.38	17	Very Skillful
<b>Dependability</b>	<b>4.48</b>	<b>6</b>	
9. Making strategic plans for my company appeals to me.	4.56	9	Very Skillful
10. I enjoy discussing organizational values and philosophy.	4.55	10	Very Skillful
18. Seeing the big picture comes easily for me.	4.34	18	Very Skillful
<b>Mean</b>	<b>4.55</b>		<b>Very Skillful</b>

Table 6 shows the summary of ranking of the seven (7) domains: Creating a Student-centered Learning Climate (WM=4.76), School Leadership (WM=4.75), Personal and Professional Attributes and Interpersonal Effectiveness (WM=4.74), HR Management and Professional Development (WM=4.69), Parent Involvement and Community Partnership (WM=4.66), Instructional Leadership (WM=4.64) and School Management and Operations (WM=4.63). Though instructional leadership and school management and operations are found below the ranking, they have the same interpretation as the interpretation on the top rank. This means that school heads in the division of Northern Samar possess the competency standards in the disposition of their functions and performance. Meaning, school leaders have the knowledge, skills, and attitude needed to perform all the different tasks of the job, manage a range of different tasks and activities required by the job, respond to problems, and deal with all aspects of the workplace, the organization, and the colleagues.

This confirms the findings of Chavez (2018) that school heads perceived themselves as highly effective in all managerial functions; the findings of Sushila (2014) that the principal or the headteacher is the leader in a school, the axis where many aspects of the school revolve, and the person in charge of every detail of the school's running, be it academic or administrative; the findings of Sawyer (2010) who identified principals' competencies as a visionary, a builder of community and culture, a promoter of student learning, a developer of teacher leadership, and as a facilitator of shared decision making. The most important finding is that the principal placed the student's needs in the center of all decision-making; and Llagas et al. (2016) findings that school heads will become competent, committed, and accountable in providing access to quality and relevant education for all through transformational leadership and a high degree of professionalism.

The DepEd Order No. 32, series 2010 defines NCBSSH with a list of competency standards that can serve as a basis for the school heads' disposition of his functions and performance. As a framework, it defines the different dimensions of being a practical school head. NCBSSH clearly states that an effective school head can implement continuous school improvement, produce better learning outcomes among its learners, and help change institutional culture. The set of standards' fundamental direction, knowledge, skills, and values are clarified through the indicators defined per strand on every domain. The NCBSSH is then used to prepare a comprehensive training and development based on routine tasks in delivering training programs to ensure efficiency, effectiveness, and excellence of school heads' job performance.

**Table 6.** School Heads' Adherence to National Competency-Based Standards

<b>Domains</b>	<b>Mean</b>	<b>Rank</b>	<b>Interpretation</b>
Creating a Student-centered Learning Climate	<b>4.76</b>	<b>1</b>	<b>Very Adherent</b>
School Leadership	<b>4.75</b>	<b>2</b>	<b>Very Adherent</b>
Personal and Professional Attributes and Interpersonal Effectiveness	<b>4.74</b>	<b>3</b>	<b>Very Adherent</b>
HR Management and Professional Development	<b>4.69</b>	<b>4</b>	<b>Very Adherent</b>
Parent Involvement and Community Partnership	<b>4.66</b>	<b>5</b>	<b>Very Adherent</b>
Instructional Leadership	<b>4.64</b>	<b>6</b>	<b>Very Adherent</b>
School Management and Operations	<b>4.63</b>	<b>7</b>	<b>Very Adherent</b>
<b>Grand Mean</b>	<b>4.71</b>		<b>Very Adherent</b>

### ***Relationship between School Heads' Professional Profile and their Adherence to National Competency-Based Standards***

Table 7 presents the test of relationship between the professional profile of the school heads and their adherence to National Competency-Based Standards. The Pearson Product Moment Correlation was calculated. Along administrative and supervisory experience and NCBS-SH domains, Table 5 shows school leadership,  $r(86)=0.246$ ,  $p=0.023$ ; instructional leadership,  $r(86)=0.240$ ,  $p=0.026$ ; HR management and professional development  $r(86)=0.245$ ,  $p=0.023$ . were positively and significantly correlated to the dependent variables. This means that administrative and supervisory experience is statistically and significantly correlated to school leadership, administrative and supervisory experience is statistically and significantly correlated to instructional leadership and administrative and supervisory experience is statistically and significantly correlated to HR management and professional development. This further means that the more number of years in the service as school head may mean that they possess the technical, professional, and interpersonal aspects and strategies and actions in setting direction and creating positive school culture, to improve the teaching and learning process and in providing opportunities for professional growth and development.

This confirms the findings of Goden (2016) that the number of years as school head was significantly related to school heads instructional competences. Along administrative and supervisory trainings attended and NCBS-SH domains, Table 5 shows the significant relationship of independent variables to school leadership,  $r(86)=0.298$ ,  $p=0.005$ ; instructional leadership,  $r(86)=0.245$ ,  $p=0.023$ ; HR management and professional development  $r(86)=0.266$ ,  $p=0.013$ . This means that administrative and supervisory trainings is positively and significantly correlated to school leadership, administrative and supervisory trainings is positively and significantly correlated to instructional leadership and administrative and supervisory trainings is positively and significantly correlated to HR management and professional development. This further means that more number of trainings and seminars attended as school head may mean the creativity and resourcefulness in setting vision and creating proactive mindset, in providing a suitable environment for the development of learners academically and physically, and morally for them to develop a culture of functional literacy and in providing opportunities for teachers professional growth.

The finding supports Rethinam's (2018) findings that all headmasters undergo training periodically to enhance their performance as a school head. The human factor, indeed, is significant according to Fornal and Malaluan (2019). Likewise, Kalai (2006) concluded that headteachers' exposure to management training affects the kind of practices that the secondary schools engage. In addition, respondents' leadership skills and NCBS-SH domains: school leadership  $r(86)=0.653$ ; instructional leadership  $r(86)=0.642$ ; creating a student-centered learning environment  $r(86)=0.573$ ; HR management and professional development  $r(86)=0.608$ ; parent involvement and community partnership  $r(86)=0.555$ ; school management and operations  $r(86)=0.532$ ; and personal and professional attributes and interpersonal effectiveness  $r(86)=0.615$  with a significance value of 0.000 which is less than the p-value of 0.001. This means that leadership skills are significantly correlated to all the NCBS-SH domains. This further means that if the school head possesses all the leaderships skills then he/she will be adherent to all the domains of the national competency-based standards.

Cotton ascertained that distinct traits and behavior attribute to effective principals. Principals of high achieving schools are useful in areas such as the safe and orderly environment; high levels of student learning; high expectations of students, self-confidence, responsibility, perseverance, visibility and accessibility, positive and supportive school climate, communication and interaction, interpersonal support, community outreach, and involvement, rituals, and ceremonies and other symbolic actions, shared leadership and staff empowerment, instructional leadership, the norm of continuous improvement, classroom observation and feedback to teachers, teacher autonomy, support of risk-taking and professional development opportunities and resources. The findings indicated that competencies across the leadership domains are critical for effective technology leadership

**Table 7.** Bivariate Relationships between the School Heads' Professional Profile and their Adherence to National Competency-Based Standards

		School Leadership	Instructional Leadership	Creating a Student-Centered Learning Environment	HR Management and Professional Development	Parent Involvement and Community Partnership	School Management and Operations	Personal and Professional Attributes and Interpersonal Effectiveness	Total NCBS
Highest Educational Attainment	R	.142	.158	.121	.176	.073	.096	.119	.145
	Sig.	.194	.147	.269	.105	.506	.379	.275	.182
	Interpretation	NS	NS	NS	NS	NS	NS	NS	
Eligibility	r	.103	.015	.107	.114	-.066	.078	.152	.078
	Sig.	.343	.887	.329	.297	.548	.474	.162	.476
	Interpretation	NS	NS	NS	NS	NS	NS	NS	
Administrative and Supervisory Experiences	r	.246*	.240*	.101	.245*	.065	.059	.186	.184
	Sig.	.023	.026	.354	.023	.554	.591	.086	.090
	Interpretation	<b>S</b>	<b>S</b>	NS	<b>S</b>	NS	NS	NS	
Administrative and Supervisory Trainings Attended	r	.298**	.245*	.186	.266*	.149	.204	.212	.255*
	Sig.	.005	.023	.086	.013	.172	.059	.050	.018
	Interpretation	<b>S</b>	<b>S</b>	NS	<b>S</b>	NS	NS	NS	
Leadership Skills	r	.653**	.642**	.573**	.608**	.555**	.532**	.615**	.691**
	Sig.	.000	.000	.000	.000	.000	.000	.000	.000
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	
Leadership Style	r	.128	.164	.170	.173	.108	.136	.165	.171
	Sig.	.239	.131	.118	.112	.324	.213	.129	.114
	Interpretation	NS	NS	NS	NS	NS	NS	NS	

\*. Correlation is significant at the 0.05 level (2-tailed).

#### IV. CONCLUSION

This study sought to determine the school heads' adherence to national competency-based standards and school performance in the Division of Northern Samar as inputs to Graduate Teacher Education Curriculum found out that a majority of the school heads have earned master's degree, are principal's test passers, had more than 10 years of administrative and supervisory experience and had limited number of exposures to trainings. All the indicators of leadership skills were very highly observed.

On leadership styles, the school heads had the democratic styles of leadership and sometimes tend to be autocratic leaders. In terms of level of adherence to the national competency-based standards, the school heads were very adherent to all the seven (7) domains, but school management and operation ranked last and instructional supervision ranked second from the last rank. On the test of relationship between the professional profile of the school heads and their adherence to National Competency-Based Standards, administrative and supervisory experience and NCBS-SH domains on school leadership, instructional leadership, HR management and professional development were found to be significantly correlated. Also, administrative and supervisory trainings attended and NCBS-SH domains on school leadership, instructional leadership, HR management and professional development were found to be significantly correlated. Respondents' leadership skills and NCBS-SH domains, leadership skills have significant correlation to all the NCBS-SH domains.

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